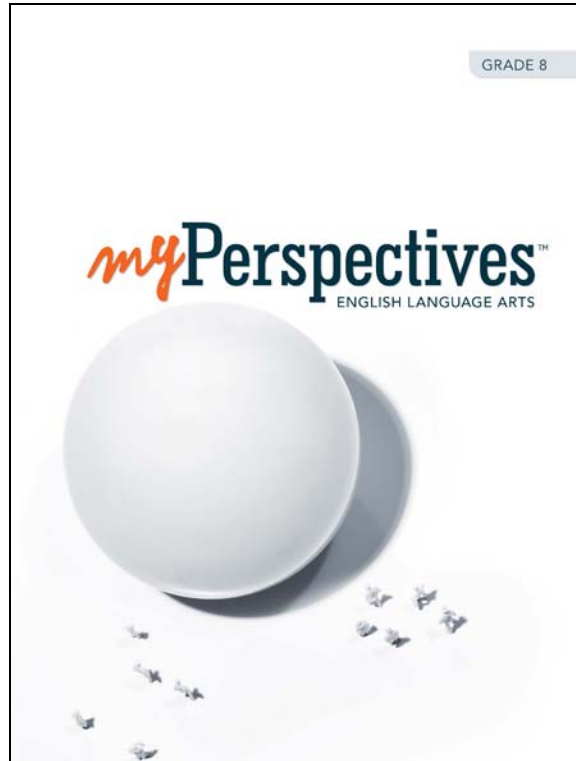


A Correlation of



Grade 8, ©2017

To the

Arizona

**College and Career Ready Standards
English Language Arts/Literacy in
History/Social Studies**



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of Arizona’s College and Career Ready Standards - English Language Arts/Literacy in History/Social Studies. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Reading Standards for Literacy in History/Social Studies (RH)	
Key Ideas and Details	
<i>Standards</i>	
Students are expected to:	
<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>SE/TE: from <i>Anne Frank: The Diary of a Young Girl</i>, 219; Acceptance Speech for the Nobel Peace Prize, 227; “Barrington Irving, Pilot and Educator,” 271; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...,” 291</p> <p>TE Only: Personalize for Learning, English Language Support, Interpret, 270; Personalize for Learning, Strategic Support, Evidence, 282</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p>Other Resources: <i>Common Core Companion</i>, 90, 91-96, 97-102</p>
<p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE/TE: [Central Idea] from <i>Anne Frank: The Diary of a Young Girl</i>, 219; from “Blue Nines and Red Words,” 409; [Summary] Unit Introductions, 8, 94, 260, 346, 444; from <i>Anne Frank: The Diary of a Young Girl</i>, Comprehension Check, Question 6. Notebook, 217; from <i>Blue Nines and Red Words</i>, Comprehension Check, Question 6. Notebook, 407</p> <p>TE Only: Facilitating Small-Group Reading, Close Read: Diary, 213;</p> <p>Other Resources: <i>Common Core Companion</i>, 103, 104-109, 110-115</p>
<p>6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Opportunities to Address:</p> <p>SE/TE: “To Fly” from <i>Space Chronicles</i> ^, 464-473; “Nikola Tesla: The Greatest Inventor of All?,” 488-492;</p> <p>TE Only: Personalize for Learning, Challenge, Dramatize the “War of the Currents”, 490</p>

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<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; “Three Cheers for the Nanny State,” Concept Vocabulary, 276, 284; “Words Do Not Pay,” 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505</p> <p>TE Only: Personalize for Learning, English Language Support, Idioms, 48, 215, 317, 290, 468, Domain-Specific Vocabulary, 225, 406; Vocabulary Development, Domain-Specific Words, 469</p> <p>Other Resources: <i>Common Core Companion</i>, 123, 124-129, 130-135</p>
Craft and Structure	
<p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p>	<p>SE/TE: “Frank Family and World War II Timeline,” 196-197; from <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p>TE Only: Close Read, Reflect on Chronology, 197; Personalize for Learning, English Language Support, Structure, 266</p> <p>Other Resources: <i>Common Core Companion</i>, 136, 137-142</p>
<p>6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from “Blue Nines and Red Words,” 409; 25 Years Later, Hubble Sees Beyond Troubled Start,” 517</p> <p>TE Only: Closer Look, Analyze Author’s Purpose, 265</p> <p>Other Resources: <i>Common Core Companion</i>, 143, 144-149, 150-155</p>

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Integration of Knowledge and Ideas	
6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>SE/TE: “Apache Girl’s Rite of Passage,” 28; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; Small-Group Performance Task, 76, 243; <i>The Diary of Anne Frank</i> / Frank Family and World War II Timeline, 200–201; “The Theory of Multiple Intelligences Infographic,” 414; “To Fly,” from <i>Space Chronicles</i>, 477</p> <p>TE Only: Digital Perspectives, Enriching the Selection, 29; Cross-Curricular Perspectives, Social Studies, 101, 187; Personalize for Learning, English Language Support, Timelines, 199; Digital Perspectives, Illuminating the Text, 268; Personalize for Learning, Challenge, Research Related Topics, 289;</p> <p>Other Resources: <i>Common Core Companion</i>, 156, 157-162</p>
6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>SE/TE: “The Grand Mosque of Paris,” 92-93; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; “Words Do Not Pay,” 311</p> <p>TE Only: Personalize for Learning, Challenge, 309</p> <p>Other Resources: <i>Common Core Companion</i>, 163, 164-169</p>
6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.	<p>SE/TE: “Frank Family and World War II Timeline,” Primary/Secondary Source, 195; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295</p> <p>TE Only: Digital Perspectives, Illuminating the Text, 268</p> <p>Other Resources: <i>Common Core Companion</i>, 170, 171-176</p>

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Range of Reading and Level of Text Complexity	
6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 212; Acceptance Speech for the Nobel Peace Prize, 222; “Three Cheers for the Nanny State,” 276; “Ban the Ban!” / “Soda’s a Problem but...”, 286; from <i>Follow the Rabbit-Proof Fence</i>, 314; “The Moth Presents: Aleeza Kazmi,” 324</p>

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<p>Continued 6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Continued Other Resources: <i>Common Core Companion</i>, 177, 178-184; SE/TE: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529; “Apache Girl’s Rite of Passage,” 28; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 44; “Barrington Irving, Pilot and Educator,” 264; “Words Do Not Pay,” 306; from “Blue Nines and Red Words,” 400; “The Theory of Multiple Intelligences Infographic,” 412; “To Fly,” 464; “Nikola Tesla: The Greatest Inventor of All?”, 488; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510; “Sounds of a Glass Armonica”; Independent-Learning Selections (Digital Only) “Cub Pilot on the Mississippi,” from I Know Why the Caged Bird Sings, “Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood,” “Childhood and Poetry,” “Saving the Children,” “A Great Adventure in the Shadow of War,” “Irena Sendler: Rescuer of the Children of Warsaw,” “Quiet Resistance” from Courageous Teen Resisters; “Remembering a Devoted Keeper of Anne Frank’s Legacy,” from Through My Eyes, “Harriet Tubman: Conductor on the Underground Railroad,” “Is Personal Intelligence Important?,” “Why Is Emotional Intelligence Important for Teens?,” “The More You Know, the Smarter You Are?,” from The Future of the Mind; “Ada Lovelace: a Science Legend,” “Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize,” “Scientists Build Robot That Runs, Call It ‘Cheetah’</p>

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Writing Standards for Literacy in History/Social Studies (WHST)	
Text Types and Purposes	
<u>Standards</u>	
Students are expected to:	
6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i> .	
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480 Other Resources: <i>Common Core Companion</i> , 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480 Other Resources: <i>Common Core Companion</i> , 187–189
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Tasks, 298, 482 Other Resources: <i>Common Core Companion</i> , 190
d. Establish and maintain a formal style.	SE/TE: Whole-Class Performance Task, 298, 300 Other Resources: <i>Common Core Companion</i> , 190

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e. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: “Barrington Irving, Pilot and Educator,” 274; Whole-Class Performance Task, 482 Other Resources: <i>Common Core Companion</i> , 191
6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 201; Whole-Class Performance Tasks, 203–204; Small-Group Performance Tasks, 242–243, 426–427 Other Resources: <i>Common Core Companion</i> , 197, 198, 200
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204; from <i>Maus</i> , 241 Other Resources: <i>Common Core Companion</i> , 200
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: Whole-Class Performance Tasks, 206, 394 Other Resources: <i>Common Core Companion</i> , 200
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394 Other Resources: <i>Common Core Companion</i> , 201

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e. Establish and maintain a formal style and objective tone.	SE/TE: Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427 Other Resources: <i>Common Core Companion</i> , 201
f. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 201; Whole-Class Performance Task, 204 Other Resources: <i>Common Core Companion</i> , 202
6-8.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	Not applicable as a separate requirement according to Arizona’s College and Career Ready Standards.

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Production and Distribution of Writing	
<p>6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: The Diary of Anne Frank, Acts I & II, 193; The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; Performance Tasks, 202–207, 296–301; "Three Cheers for the Nanny State" / "Ban the Ban!" "Soda's a Problem but...", 294–295; "Words Do Not Pay," 313; "Uncle Marcos," 462; "To Fly," 476; "Nikola Tesla: The Greatest Inventor of All?" from The Invention of Everything Else, 508–509</p> <p>TE Only: Personalize for Learning, Challenge, Writing a Letter, 49;</p> <p>Other Resources: <i>Common Core Companion</i>, 219, 220-225; Interactive Writing Lesson: Argumentative Writing-Middle School; Interactive Writing Lesson: Informative / Explanatory Writing-Middle School; Interactive Writing Lesson: Narrative Writing-Middle School; Interactive Writing Lesson: The Writing Process-Middle School</p>
<p>6-8.WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: Performance Tasks, 207, 301, 395; from <i>Follow the Rabbit-Proof Fence</i>, 323</p> <p>Other Resources: <i>Common Core Companion</i>, 226, 227-232, 233-238</p>

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<p>6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 53; Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; "To Fly," 477; Sounds of a Glass Armonica," 523</p> <p>Other Resources: <i>Common Core Companion</i>, 239–240, 246; Interactive Writing Lesson: The Writing Process-Middle School; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Whiteboard Activity: Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School; Interactive Whiteboard Activity: Informative / Explanatory-Middle School</p>
Research to Build and Present Knowledge	
<p>6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 53; from <i>Maus</i>, 241; "Barrington Irving, Pilot and Educator," 275; "Words Do Not Pay," 313; from <i>Follow the Rabbit-Proof Fence</i>, 323; from "Blue Nines and Red Words," 411; "To Fly," 477; "25 Years Later, Hubble Sees Beyond Troubled Start," 519; "Sounds of a Glass Armonica," 523</p> <p>TE Only: Cross-Curricular Perspectives, Social Studies, 98, 128, 159, 172, 277, 307; Personalize for Learning, Challenge, Research, 126, 198, 217, 269, Research Related Topics, 289; Personalize for Learning, Strategic Support, Research, 241</p> <p>Other Resources: <i>Common Core Companion</i>, 252, 253-255, 256-258; <i>Interactive Research Lesson: Sources and Evidence-Middle School</i></p>

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<p>6-8.WHST.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: “The Setting Sun and the Rolling World,” 75; from <i>Maus</i>, 241; “Barrington Irving, Pilot and Educator,” 275; “Words Do Not Pay,” 313; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523</p> <p>TE Only: Cross-Curricular Perspectives, Social Studies, 128; Personalize for Learning, Strategic Support, Research, 241</p> <p>Other Resources: <i>Common Core Companion</i>, 259–272; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School</p>
<p>6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...,” 294–295</p> <p>Other Resources: <i>Common Core Companion</i>, 277, 278-280</p>

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<p>Range of Writing</p>	
<p>6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program. Examples include the following:</i></p> <p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; <i>The Diary of Anne Frank</i>, Act II, 193; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; Whole-Class Performance Tasks, 202–207, 296–301; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Small-Group Performance Tasks, 242–243, 426–427; Whole-Class Performance Tasks, 297–298, 479–480; “Words Do Not Pay,” 313; “Uncle Marcos,” 462; “To Fly,” 476; “Nikola Tesla: The Greatest Inventor of All?” from <i>The Invention of Everything Else</i>, 508–509</p> <p>TE Only: Write Now, Express and Reflect, Opinion Piece, 291;</p> <p>Other Resources: <i>Common Core Companion</i>, 281-291</p>